



Department of
Education and Schooling

Mount Royal Undergraduate Education Review

Volume 1(2)

Fall 2014

Editorial

Norman Vaughan, *Mount Royal University*

Welcome to the second edition of the *Mount Royal Undergraduate Education Review*. This edition celebrates the work of 2nd year teacher candidates in the *Understanding Current and Emerging Pedagogical Technology* course during the fall 2014 semester. Once again, students in this course completed an inquiry-based learning project that investigated the impact of digital technologies in elementary education. They used Garrison, Anderson and Archer's (2000) Practical Inquiry (PI) model to guide their research studies. The PI model consists of four phases, which are described in Table 1.

Table 1

Practical inquiry phases

Description	Category/Phase	Indicators
The extent to which students are able to construct and confirm meaning through sustained reflection, discourse, and application within a critical community of inquiry.	1. Triggering event	1. Inciting curiosity and defining key questions or issues for investigation
	2. Exploration	2. Exchanging and exploring perspectives and information resources with other learners

3. Integration

3. Connecting ideas through reflection

4. Resolution/application

4. Applying new ideas and/or defending solutions

Each of the teacher candidates was part of a peer review team throughout the fall 2014 semester. This team consisted of a class peer and an external reviewer who also acted as a mentor for the research study. In addition, each of the students created a digital story to reflect and document their inquiry-based experiences, which has been linked to their research manuscript. The following nine manuscripts were selected for publication in the second edition of the *MRU Education Review*.

The first and second articles explore the concept of digital citizenship in elementary education. The first paper, “Footprints on the web” investigates the definition and cultivation of digital citizenship from the student and teacher perspective while the second manuscript, “Identifying factors related to the prevalence of technological misuse among elementary students” documents the reasons why the development of digital citizenship skills is so important in elementary education.

The next two papers demonstrate the important connection between inclusive education and digital technologies. The third article entitled “The use of technology in the classroom to assist students with learning disabilities” investigates how assistive technology can be used in the elementary school classroom to foster inclusive education and the fourth manuscript, “Assistive technology for reading and writing, and coping with anxiety” discusses the opportunities and challenges of digital technologies.

The final five manuscripts explore how digital technologies can be used to support the development of various forms of literacy in elementary education. The fifth article, “The role of digital reading technologies in developing language and literacy skills” focuses specifically on the impact of digital technologies on students’ reading skills while the sixth paper investigates how digital technologies can be used to support English language learners (ELL), “Digital technology for elementary English language learning (ELL) students”. The seventh manuscript explores the relationship between digital technologies and mathematical literacy, “Computer-based math curriculum reform: Incorporating digital technology into teaching mathematics”

The fine arts are a very important component of elementary education and the eighth article documents musical literacy, “Inquiry into the use of digital technology in elementary music education” and the ninth and final manuscript explores the visual arts, “Digital technology and the arts: Investigating the integration of digital technologies in the elementary art curriculum”.

References

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.